

Local Advisory Committee Member Handbook

***Improving
Professional-Technical Education
through
Business, Industry and Education
Cooperation***



***Committed to Excellence: Preparing Tomorrow's Workforce
Through Quality Leadership and Service***

Idaho State Board for Professional-Technical Education

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NOTES:

Introduction

This booklet is designed to provide you with information on the organization, purpose, and structure of advisory committees. The committees serve an important function for occupational and technical programs by providing an avenue for information and contact with the people who are employed in the occupational area.

Purpose

The committee's purpose is to advise and serve as the link between the school and industry. Professional-Technical programs are designed to prepare students to enter the work force in an occupational area and upgrade those already in the workforce. The programs must stay as current as possible. Industry representatives on the advisory committee perform a service to the school and students by providing advice on all phases of the program.

Membership

Membership of the committee is comprised of industry representatives selected from management and labor, past or present students, and parents and community members with an interest and knowledge of the occupation. Members are selected on the basis of specific knowledge, and geographic distribution with equitable representation of sexes, age, ethnic minority groups, and other members of special populations in the community. The committee provides support and direction for the administrators of occupational and technical programs.

Policy

It is the policy of the Idaho State Board for Professional-Technical Education that an advisory committee be established for Professional-Technical Education programs before reimbursement can be authorized. The committee shall be advisory only, having no administrative authority, and is not created to take away any of the rights and/or privileges of the local governing board and administrative staff.

What's In It For You

Professional-Technical programs are designed to provide entry level competencies and upgrading skills for a specific occupation or family of occupations. Graduates from this program will be moving into your business or businesses like yours. As an advisory committee member, you will have the opportunity to help develop programs and provide a valuable service to the educational system.

SUGGESTED TIME TO ELECT OFFICERS AND RESPONSIBILITIES OF THE OFFICERS

With the exception of secretary, committee officers should be non-educators who are elected by the membership. Officers should be selected from among members who exhibit a willingness to serve and who have a positive performance. Experience has found that conducting elections at the end of the year enables members to recall the nominees' previous performance. It also allows new officers time to plan for the next year during the summer and start the new year ready to work rather than organize. Another reason to hold elections at the end of the year is that the first meeting of the new year can be devoted to orienting new members and establishing the work plan for the new year.

Responsibilities of Officers

The Chairperson

The chairperson normally is the link between the responsible educator and the advisory committee and should have the ability to lead. This person works closely with the educator in the planning and preparation of the meeting and agenda items. The chairperson should be familiar with Roberts' Rules of Order. The chairperson should have prior approval of the members to make appointments to sub-committees and establish dates for completion of sub-committee tasks. The chairperson also has a responsibility to:

1. Establish meeting dates and call the committee together when appropriate.
2. Prepare the meeting agenda with assistance from the school representative and assure timely distribution to interested persons.
3. Prepare background information and reports as necessary and call on consultants for advice on specific problems.
4. Preside at meetings.
5. Maintain necessary communication with members, school representatives and board members.
6. Determine strategies for completing the plan of work.
7. Membership recruitment for the advisory committee including representation of sexes, ages, ethnic, minority groups and other members of special populations.

Definitions

Professional-Technical Education

A series of education programs designed to prepare students to enter the work force. The programs contain components which include career information, applied or integrated academic skills, technical training, and safety instruction.

Career Education

A total educational experience in grades K-12 designed to provide students with information on a variety of occupational and career options available. Another component of career education is to develop decision making skills which will help match a students skills, interests, and aptitudes to various careers and occupations.

Tech Prep

A four-year sequence of instruction with two years at the high school level and two years at the postsecondary level. This sequence integrates technical skills, applied academics, and career information in specific occupational areas. Tech Prep allows students to begin a program at high school and transfer to a postsecondary program without unnecessary repetition of learned tasks.

Articulation

A process which allows students to transition from high school programs to similar programs at the postsecondary level.

Curriculum

The total of activities and instruction which make up the Professional-Technical program. This includes instruction, field trips, work experience, and student organization activities.

Competency-Based Instruction

A system of instruction with the evaluation system based on the completion of previously identified competencies or outcomes which can be accurately described and verified. The competencies are selected from tasks required for an occupation which are specific in definition, conditions, and level of completion. Outcome-based and performance-based instruction are similar.

Special Populations

Includes individuals with disabilities, educational and economically disadvantaged students (including foster children) individuals of Limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

**SOME HINTS FOR COMMITTEE MEMBERS
(DO'S AND DON'TS)**

DO'S

1. Make a commitment.
2. Attend all meetings.
3. Stick to the agenda; meetings should have a purpose.
4. Align recommendations with available resources.
5. Remember your role is advisory.
6. Advise when improvement is desired.
7. Be a good fact-finder.
8. Make commendations for a job well done.
9. Invite all opinions.
10. Develop group rapport.
11. Consider a variety of subjects.
12. Establish priorities.

DON'TS

1. Wait and see.
2. Have a record of absenteeism.
3. Waste others' time.
4. Add to the "Wish List."
5. Usurp school administrator's or Board's authority.
6. Fail to suggest alternative solutions.
7. Wait to be asked.
8. Be a fault finder.
9. Be afraid to give recognition.
10. Avoid those who disagree.
11. Wait for others to do it.
12. Impose pre-established, personal opinions.
13. Accept more responsibility than you can handle.

Responsibilities of Officers (continued)

The Vice-Chairperson

The vice-chairperson should be familiar with all the duties and responsibilities of the chairperson and be available to assume these responsibilities in the absence of the chairperson.

The Secretary

It is advisable that this position be reserved for the school representative that is most involved with the committee. Among the other duties assigned, this position assures communication between committee members and the school administration and community. The secretary assures that notices to committee members (including agenda, special materials, for review, meeting dates, times, and places) are prepared and mailed well in advance of meetings.

The secretary keeps minutes of meetings and distributes copies to members and all other interested parties. The secretary should arrive early when meetings are scheduled to assure room arrangements are proper and refreshments for committee members and guests are available.

SOME HINTS FOR EVALUATING ADVISORY COMMITTEE MEETINGS

The time spent by advisory committee members at meetings is a valuable commodity. If advisory committees are to succeed, meetings must be well planned and executed. It is important to determine whether meetings have been successful or a waste of valuable time. Some helpful questions to ask yourself in evaluating the success of an advisory committee meeting are as follows:

- What happened at the meeting?
- Did the meeting produce results?
- What problems were solved?
- What decisions did the group make?
- Were the decision/solutions innovative?
- How did the meeting go?
- How did the problems get resolved?
- How did decisions get made?
- How well did the group work together?
- Did everyone get an opportunity to participate?
- How did the members feel about the meeting?
- Was the meeting enjoyable?
- Were members stimulated or challenged?
- Did people draw and build on each others ideas?

Program of Work

In order for the local Professional-Technical committee to function effectively, the committee needs to develop a yearly program of work which outlines tasks the group plans to pursue for the following year. The planning process should use the sample planning form (centerfold) which outlines the activity, time line, and individual responsible for the activity.

Listed below are suggested activities that the committee may undertake. The list is not complete and the committee may wish to identify additional or different activities.

- (1) Labor Market Information
- (2) Special Training Needs for the Local Community
- (3) Student/Parent Recruitment and Participation in Job Fairs
- (4) In-service Training for Professional-Technical Instructors
- (5) Work Experience for Students who are Enrolled in the Program
- (6) Review of Curriculum, Facility, and Equipment
- (7) Identification of Equipment Needs and Potential Donations Available
- (8) Placement and Follow-up of Graduates
- (9) Public Relations Designed to Support & Enhance Professional-Technical Programs
- (10) Facility Development and Reorganization
- (11) Mentoring Activities for Program Participants
- (12) Program Evaluation
- (13) Identification of Industry-Based Teaching Materials
- (14) Provide Speakers on Specific Technical Areas
- (15) Provide Summer Employment for Teachers and/or Students
- (16) Review Safety Procedures
- (17) Assist in the Establishment of Proficiency Level for Competency-Based Instruction
- (18) Establish and Maintain a Library of Books and Magazines Related to the Occupational Area
- (19) Promote the Development of Vocational and Applied Technology Education Programs and Institutions that effectively address the Needs of Female, Minority, and Other Members of Special Populations.

Successful Meetings Checklist

- _____ Written Agenda Developed
- _____ Membership Notified
- _____ Facilities and Refreshments
- _____ Sub-Committee Assignments Completed
- _____ Instructor Commitments Confirmed
- _____ Agenda Support Material Prepared
- _____ Outside Presenters/Speakers Confirmed
- _____ Calendar Cleared

Criteria for Successful Programs

- _____ Active Advisory Committee
- _____ Qualified, Motivated Instructor
- _____ Strong administrative support
- _____ Community Involvement
- _____ Current equipment and tools
- _____ Well organized facility
- _____ Competency-Based Instruction
- _____ Long Range Plan
- _____ A System for Follow-up of Graduates
- _____ Effectively Address the Needs of Females, Minorities, and Other members of Special Populations

SUCCESSFUL MEETINGS

There should be a schedule of meetings planned well in advance, with reminders of pending meetings sent to members on a timely basis. (Normally, committees schedule meetings approximately four times during the school year.) However, need is the basis for determining the number of meetings each advisory committee should hold. Meeting three or four times the school year may not necessarily provide enough time to develop or maintain good programs and maintain open lines of communication.

Regular Meetings of the Committee Should:

Start as scheduled.

Take place in comfortable, convenient surroundings.

Encourage informal, free discussion with time monitored by the chairperson who summarizes when necessary.

Follow well-planned agendas that have been mailed in advance to members.

Provide for discussion of current issues.

Present current problems for discussion and action by members.

Provide for decisions to be made by consensus whenever possible.

Provide for the appointment of special working committees and for the committee to hear their reports in a timely manner.

Include refreshments and some informal time.

Adjourn at the stated time.

The first and second meetings of advisory committees often determine the success, or failure of the group and whether members are willing to continue their participation in committee activities.

The First Meeting Should Include an Overview Presentation of:

The functions, objectives, and philosophy of occupational and technical education.

The state and local plans for Professional-Technical education including any proposed State or local legislation.

The Professional-Technical programs of the school or schools to be advised.

Functions and responsibilities of the advisory committee.

The annual program of work.

The needs of females, minorities, and other members of special populations.

Sample Calendar of First Year Program of Work

Sept

Introduction, get acquainted

Orientation of members

Review of committee operation and diversity of membership

Introduction to Professional-Technical programs

Tour of facility

Adoption of Bylaws

Election of Officers

Identify and discuss goals of Professional-Technical programs

Appoint program of work subcommittee

Nov

Report of program of work subcommittee

Discussion, adopt program of work

Implement program of work

Mar

Recommendations developed and finalized

Program evaluation subcommittee report

Plans for further evaluation work - May meeting

May

Complete program evaluation activity

Prepare recommendations for administration and Board

Assign program of work committee duties for next year

Complete occupational advisory self evaluation forms

Summer

Hold a joint meeting with Board if feasible

Prepare and submit to Board:

(1) Report of Activities

(2) Recommendations and/or Suggestions for Improvement of Professional-Technical Program and for Committee Effectiveness.

ANNUAL PROGRAM OF WORK

[illegible]